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ANNUAL REPORT TO THE PRESIDENT

BY THE
NATIONAL ADVISORY COUNCIL
ON ADULT EDUCATION

FY 1985

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ANNUAL REPORT TO THE PRESIDENT

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FY 1985

THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Dear Mr. President:

On behalf of the members of the National Advisory Council on Adult Education, I respectfully submit the 1985 Annual Report. We have been proud to serve in this capacity and to join with the many dedicated adult educators throughout the nation to work together to insure adequate programs which meet the needs of all sectors of American society.

As our nation continues to move towards an information service economy utilizing computers and other "high-tech" equipment, the complexity of the workplace increases, making greater educational demands on workers than ever before. All states have increased efforts to provide persons with the skills necessary to enter the work force, and have placed the responsibility of providing the basic education necessary to function in the job market upon the adult education programs.

The federal government, through the Adult Education Act, continues to fulfill its purpose and accomplish its goals of enabling adults to become more employable, productive, and responsible citizens.

Respectfully submitted,

Lily R. Balian

Lily R. Balian
Chairperson

The President
The White House
Washington, D.C.

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Presidential Appointees to the National Advisory Council on Adult Education

MRS. LILY RING BALIAN, Council Chairman
Director, Civic Action
Northrop Corporation
Los Angeles, California

MRS. PATRIC DORSEY, Council Vice Chairman
Secretary, Cultural Resources
State of North Carolina
Raleigh, North Carolina

MR. DANIEL E. BRENNAN, SR. (deceased)
Partner
Brennan, McNamara & Brennan, P.C.
Bridgeport, Connecticut

MR. BOBBY L. CHAIN
Chairman/Chief Executive Officer
Chain Electric Company
Hattiesburg, Mississippi

MRS. MAE M. DUGGAN
Executive Director
Thomas J. White Foundation
St. Louis, Missouri

MRS. JULIA G. FERNALD
Chairman
William Patterson Foundation
Upper Montclair, New Jersey

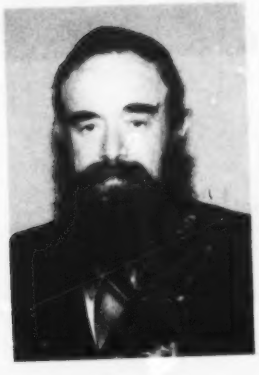
MRS. JOYCE LEE GORRINGE
Owner/Manager
Joy Dale Farms
Hebron, Indiana

MRS. NANCY H. HILL
Lyndonville, Vermont

MRS. MARY S. JACKSON
Owner
Davidsonville Diversified Services
Davidsonville, Maryland

MR. M. LESTER O'SHEA
Managing Partner
General Western Company
San Francisco, California

MRS. RONNA ROMNEY
Bloomfield Hills, Michigan



RABBI ABRAHAM SHEMTOV
Regional Director
Philadelphia Lubavitcher Center
Philadelphia, Pennsylvania

MRS. PATRICIA H. SMITH
Ohio State Board of Education
Worthington, Ohio

DR. MARY E. STROTHER
Basic Skills Director
Peoria Unified School District
Glendale, Arizona

MR. J. BEN TRUJILLO
Owner
JBT Financial Group
Denver, Colorado

DR. KATHLEEN WILCOXSON
Teacher
Garden Oaks Elementary School
Oklahoma City, Oklahoma

National Advisory Council on Adult Education Structure and Functions

The National Advisory Council on Adult Education was established by Congress in 1970, P.L. 91–230, and extended by the Education Amendments of 1984, P.L. 98–511. The fifteen members are appointed by the President and serve three-year staggered terms.

The Council advises the President, the Congress, and the Secretary of Education in the preparation of general regulations and with respect to policy matters arising in the administration of the Adult Education Act.

The Council fulfills its advisory mandate through the review of the administration and effectiveness of the Adult Education Act, making recommendations with respect thereto, and via annual reports to the President who in turn transmits same with his comments and recommendations to the Congress.

This report is published under the provisions of the Adult Education Act and the Federal Advisory Committee Act.

The Council at Work

Program Visitations, Education Association Meetings, and Council Meetings

In order to observe State and local adult education programs nationally and to provide adult educators with an increased awareness of the Council and its activities, members make on-site visitations and attend association meetings, often within their respective regions. Observations from these events are recorded by the members and incorporated into recommendations made by the Council to the President of the United States.

Below are listed such activities, as well as full Council meetings, during the 1985 fiscal year.

NEW YORK, NEW YORK
Coalition for Literacy
October 16–17, 1984

LOUISVILLE, KENTUCKY
National Adult Education Conference
November 7–9, 1984

CHILLICOTHE, OHIO
Inmate Tutoring Program
November 10, 1984

SAN FRANCISCO/LOS ANGELES, CALIFORNIA
Coalition for Literacy
November 16–26, 1984

SANFORD, NORTH CAROLINA
Compensatory Education Program
November 29, 1984

PATERSON, NEW JERSEY
Paterson Adult Learning Center
December 3, 1984

NEW YORK, NEW YORK
Coalition for Literacy
December 11–12, 1984

NEW YORK, NEW YORK
Coalition for Literacy
December 17, 1984

JAMESBURG, NEW JERSEY
Institute for Directors of Adult Education
State Advisory Council for Adult Education
January 9, 1985

NEW YORK, NEW YORK
Business Council on Effective Literacy
January 29–30, 1985

DENVER, COLORADO
Colorado Literacy Conference
January 31–February 1, 1985

DALLAS, TEXAS
Council Meeting
February 4–6, 1985

DALLAS, TEXAS
Dallas County Adult Basic Education Program
Language Center
Operation LIFT
February 5, 1985

GREENVILLE, NORTH CAROLINA
East Carolina University
March 12, 1985

CHICAGO, ILLINOIS
Coalition for Literacy
March 13, 1985

NEW YORK, NEW YORK
Coalition for Literacy
March 17–18, 1985

WASHINGTON, D.C.
OMB/Department of Education
April 2–3, 1985

NEW YORK, NEW YORK
Coalition for Literacy
April 3, 1985

WASHINGTON, D.C.
Coalition for Literacy
April 4, 1985

MONTREAL, CANADA
Commission on ABE
April 9–11, 1985

SAN FRANCISCO, CALIFORNIA
Council on Aging Conference
April 16, 1985

LOUISVILLE, KENTUCKY
ABE Program Visitation
April 17, 1985

NEW ALBANY/ COLUMBUS, INDIANA
ABE Program Visitation
April 18, 1985

LAFAYETTE, INDIANA
ABE Program Visitation
April 19, 1985

ATLANTIC CITY, NEW JERSEY
N.J. Association for Lifelong Learning
N.J. Library Association
April 24–25, 1985

SCOTTSDALE, ARIZONA
Arizona Adult Education Association Meeting
April 26, 1985

INDIANAPOLIS, INDIANA
Resource Center/ABE Program
Indiana Association of Adult Education
May 2–3, 1985

FAIRLEE, VERMONT
New England Adult Education Conference
May 2–3, 1985

NEW CASTLE, INDIANA
Governor's Regional Workshop
May 13, 1985

INDIANAPOLIS/MUNCIE, INDIANA
ABE Program Visitation
May 14–15, 1985

DENVER, COLORADO
Ft. Logan ABE Program for the Deaf
May 15, 1985

TUCSON, ARIZONA
Pima County Adult Education Program
May 15, 1985

CHESTERTON/SOUTH HAVEN/PORTAGE, INDIANA
ABE Program
May 20, 1985

SPRINGFIELD, ILLINOIS
ABE Program
June 3, 1985

INDIANAPOLIS, INDIANA
State Regional Advisory Council Conference
June 7, 1985

TUCSON, ARIZONA
Program Evaluation for ABE Programs
June 7, 1985

WASHINGTON, D.C.
Council Meeting
(Partially Closed)
July 7–10, 1985

NEW YORK, NEW YORK
Coalition for Literacy
July 19, 1985

SANTA FE/EL RITO, NEW MEXICO
Meeting with State Officials
Program Visitations
July 19, 1985

KANSAS CITY, MISSOURI
ABE Skills Center
August 2, 1985

NEWPORT, VERMONT
Adult Basic Learning Center
August 7, 1985

NEW YORK, NEW YORK
Coalition for Literacy
September 9, 1985

ST. LOUIS, MISSOURI
Conference on Quality Standards for Adult Education
September 12–13, 1985

WICHITA, KANSAS
Dunbar Adult Center
September 30, 1985

Involvement with the Coalition for Literacy

"Volunteer Against Illiteracy: The Only Degree You Need is a Degree of Caring"

The National Advisory Council on Adult Education has faithfully participated in all Coalition activities and meetings, and we are excited with the response to the media campaign which was launched in 1984. The remaining 2-year awareness campaign gives every indication of successfully fulfilling the Coalition's purpose. The opportunity to work together with other literacy advocates and providers has been extremely meaningful for the Council.

The National Advisory Council on Adult Education has been an active member of the Executive Committee of the Coalition for Literacy since its formation in 1981. The Coalition is an affiliation of organizations and individuals committed to adult literacy in the United States. Its 11-member Executive Committee directs policy and activities to implement a 3-year national awareness campaign.

Besides the Council, other members of the Coalition's Executive Committee are the American Association for Adult and Continuing Education, American Association of Advertising Agencies, American Library Association, Contact Center Inc., B. Dalton Bookseller, International Reading Association, Laubach Literacy International, Literacy Volunteers of America, National Commission on Libraries and Information Science, and the National Council of State Directors of Adult Education.

The purpose of the Coalition is three-fold:

1. To develop and implement a 3-year, multimedia public awareness campaign. Working with the Advertising Council to create appropriate messages, the Coalition focuses on the problem of illiteracy, encouraging volunteers to participate in literacy programs and providing a vehicle for illiterate clients to receive help.
2. To respond to public interest and inquiries by providing a toll free 800 telephone number which in turn serves as a clearinghouse for mail and phone referrals to agencies or facilities dealing with literacy.

3. To raise sufficient funds to support the public awareness campaign and the referral service (Contact Center Inc.).

The theme of the campaign is "Volunteer Against Illiteracy: The Only Degree You Need is a Degree of Caring." A special theme aimed at the business community is "Volunteer Against Illiteracy: A Literate America is a Good Investment."

In December 1984, the official "kick-off" for the campaign took place at the New York Public Library. Mrs. Barbara Bush, wife of the Vice President, was a key spokesperson. The media campaign was introduced to the public in January 1985, and has generated remarkable public response through newspaper and magazine advertisements as well as radio and TV spot announcements.

Distribution of the advertising has been extensive. Media reached the top 75 markets. It is estimated that during the first 4 months of the campaign, $5,800,753 in media print space and TV-radio time were donated.

On the Contact Center's hotline number, 962 calls were recorded in January 1985 and by July, the number has increased to 2,499 calls a month with 184 written inquiries.

To date, 40,000 Americans have volunteered their time and skills to tutor functionally illiterate adults in response to this national public service campaign.

During the spring of 1985, Coalition members developed strategies for the remainder of the 3-year campaign. The focus was on raising funds for the media campaign and the telephone 800 hotline. Two long-range planning meetings were conducted with the assistance of an organizational consultant provided by a grant from B. Dalton Bookseller.

Sizeable grants have been received from the U.S. Department of Education, B. Dalton Bookseller, General Electric, MacArthur Foundation, Business Council for Effective Literacy, Magazine Publishers Association and the International Reading Association. Well-known author Sidney Sheldon donated $50,000 to support the literacy hotline and volunteered to be a spokesman for the Coalition. Other organizations have contributed by donating bookmarks and printing services.

The opportunity for the Council to work in partnership with professionals, community leaders, and

volunteers has been an extraordinary experience in the crusade against illiteracy.

Interaction with the Office of Vocational and Adult Education (OVAE) and the Adult Literacy Initiative (ALI)

The role of the National Advisory Council on Adult Education in interaction with the Department of Education's OVAE and ALI is one of cooperation of coordination.

By legislation, the Assistant Secretary for Vocational and Adult Education serves as principal advisor to the Secretary of Education on matters affecting adult education. Consistent with this responsibility, a member of OVAE serves as departmental Designated Federal Official to the Council. We are fortunate in that John K. Wu, a former member and chairman of the Council, serves in this capacity. As such, the Designated Federal Official performs liaison with the Council, attending meetings and briefing the Council on legislation, regulations, budget, personnel, adult literacy programs and initiatives, and otherwise responding to requests of the Council. Mr. Wu has also provided data and research assistance.

Because of Mr. Wu's familiarity with and interest in the Council, a close relationship and continuous dialogue with the OVAE is maintained. The Council also shares with the OVAE the concerns of the education community as well as exemplary programs in the field.

Likewise, the Council cooperates with the Adult Literacy Initiative. ALI's mission is to recruit new resources and support for literacy from the private sector, other government agencies, and volunteer groups. In such a capacity, ALI's Director, Karl Haigler, has introduced the Council to concerned members of the business world who are undertaking bold new projects to reduce illiteracy within their corporations and local communities.

The Council is participating in a government-wide study of Federal involvement in the area of adult basic education. The purpose of this project is to determine the scope of activity and identify specific literacy and related programs in the various cabinet departments and independent agencies.

Finally, the ALI and the Council work jointly in support of the Coalition for Literacy.

Exemplary Programs

"New Things Happen Between Old Walls"

St. Vrain Valley Adult Education Program Longmont, Colorado

The St. Vrain Valley Adult Education Program in Longmont, Colorado, is considered an integral part of the school district's total educational services. The program, directed by James Roorda, occupies one floor of a 1901 structure, remodeled to reflect new architecture while maintaining the original ornate woodwork. This project was designed specifically for the Adult Education Program, comprised of 16 staff members who serve over 600 students annually. Two satellite locations in nearby towns round out the service this 20-year-old program provides. The centers are open afternoons and evenings to accommodate adult work schedules.

Open enrollment is available year round. New students receive orientation from the Intake Specialist, Kris Fitzgerald, and then are directed to

structured classes and/or self-paced individualized instruction to meet personal educational goals.

Innovative life-long learning, coordinated and implemented by the Program Manager, Lucy Stromquist, occurs at this 1901 building that has old walls and new ideas. Innovations are seen in each of the three program components described below.

English as a Second Language (ESL)

Two hundred non-native adults attended four levels of competency-based ESL instruction in 1984–85. Teaching and learning were not limited by classroom walls because community visits at local businesses and agencies provided English practice, cultural awareness, and community contact. A laundromat, supermarket, drug store, police department, library and post office welcomed new English speakers and their instructors, Kathleen Santopietro, Joanne Amoroso, Julie Stall, Sue Ahlberg, and Bertha Petty.

The ESL component is a State demonstration site where other Colorado program participants come to observe and share ideas, teaching techniques, and curriculum guidelines.

Isabel Pacheco provides instruction in American citizenship for students who have reached advanced proficiency in English.

Adult Basic Education (ABE)

The ABE component provides creative instruction in basic skills. In a reading lab, Donna Sala and five

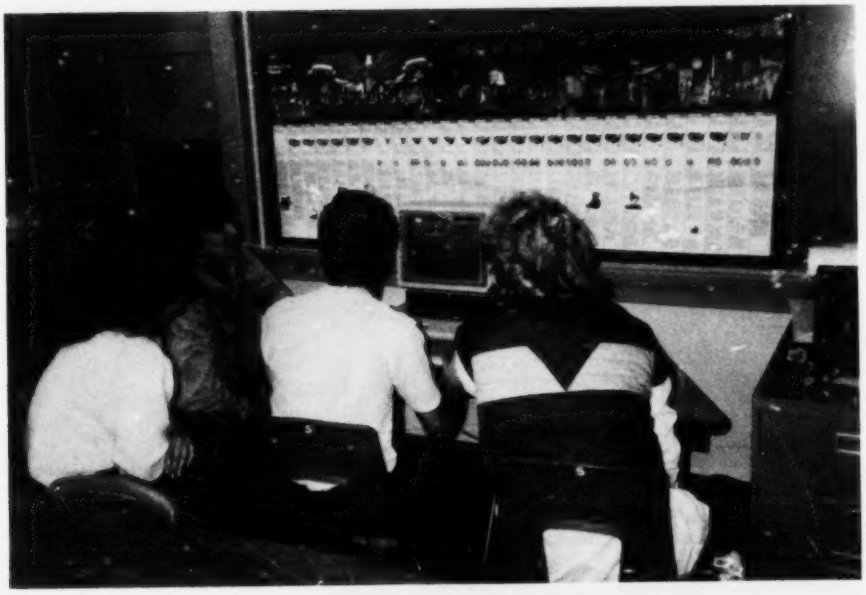
trained volunteers work individually in language experience activities as well as with survival reading materials.

Developmental subject matter in history, computation, health and occupational knowledge is integrated with basic skills of reading, spelling, math and writing. A typical course title demonstrating this integration is "Jobs, Grammar and You."

These classes bridge ABE and high school completion by gently introducing subject matter at student ability and readiness levels.

High School Completion

The Board of Education provides funds to serve adults over 18 who have not completed district requirements for a high school diploma. A flexible individual educational plan is formulated with student



input so that skills development, district requirements, and the new learner's goals become the basis for educational strategies.

Dorothy LePore, Louise Billings, Marie Archuleta, Alex Alvarado, and Sandy Morrison facilitate learn-

ing in classes and in one-to-one settings where learners participate with peer teaching, computer instruction, classroom evaluation, and journal writing.

Because the location of the adult education program is shared by other district services, it is considered a viable link by school administrators, counselors, and teachers. Elaine Musselman is assisted by Teddi Welsh in serving as receptionist and in offering welcoming remarks as new learners call or walk in to begin a positive, rewarding experience.

The program is unique because it enjoys a close link with the community as well as the school district and because student needs help determine educational activities.

Adult Basic Education Recruitment Strategy: "Total Saturation"

New Albany—Floyd County Consolidated School Corporation New Albany, Indiana

A key to the success of the Adult Basic Education program of the New Albany-Floyd County Consolidated Schools, New Albany, Indiana, is its recruitment strategy—total saturation of the area.

The year starts with a concentrated media "blitz" and with a mayoral proclamation of "You Can" Week. The involves news releases to all area newspapers and radio and television stations. Placemats, napkins and table tents in area restaurants are used along with posters and brochures in banks and stores. Flyers are sent home with elementary school students describing the services available. Much of this is done by the program recruiter and director, Tommy L. Paul.

Contact is made with banks, large manufacturing plants, and welfare departments to enclose literature about the adult education program in paychecks, welfare checks, and bank statements. This is done periodically throughout the year. Bank marquee signs are widely used as well to advertise the program.

During local festivals, balloons and litter bags are distributed with information attached.

Throughout the year, signs in large letters, giving adult education messages, are posted in windows of the adult education center which is located near a major interchange and interstate highway.

Other publicity activities are carried on throughout the year. Some of these events include yard sales at the Adult Learning Center, craft shows and sales, a modified "olympics," and heritage days in which all students dress in attire commensurate with their ethnic heritage.

Appearances are made on local television talk shows and staff members make presentations to service clubs. Currently, a literacy advisory council is in operation involving businesses, other agencies and organizations in the literacy initiative.

Other recruitment activities include Christmas programs to which the public is invited, door-to-door neighborhood canvassing, and brochure mailings to churches, businesses, industries, and hospitals. Close contact is kept with libraries of information dissemination.

Pamphlets are prepared and distributed on all facets of the program; a general program description, English as a second language, volunteer tutors, and ABE.

"There isn't an agency or a suggestion we won't try. Our motto is cooperation," says Ray Young, Assistant Director. "We attend and take part in all community functions."

A graduation is held for adults completing the program. All participating receive a diploma or certificate; a local service organization provides a reception afterwards.

"Flexibility and Service—The Keys To Success" Lawrence Adult Center Springfield, Illinois

From the director to the custodian, staff members are the prime movers in the operation of Lawrence Adult Center. All people on staff have contact with students, and it is the desire to help students meet their individual potential that motivates the staff to explore any and all avenues to help each client reach his or her fullest potential. From the day a student first enters the building to register, he is treated with respect and concern by a staff who echo the basic philosophy of the director, Dr. Jack Pfeiffer—service to students—which dictates the curriculum, the materials, the support services, the calendar, and the outreach effort.

From literacy projects to advanced training for job placement or improvement, each course or discipline is student-oriented. Literacy or basic skills training is provided to students who are not ready for, or comfortable in, a classroom setting. Caring tutors volunteer their time to help students overcome fears and lack of self-confidence. Students' goals and needs are the core of the tutoring sessions, and volunteers are trained to encourage student input and participation in lesson planning. There is an early-evening (3:00 to 5:30) highly structured program for high school drop-outs.

When a student's reading level reaches sixth grade, he can make a smooth transition into pre-GED. From pre-GED to GED the transition is so slight that the student is sometimes unaware of the change. He only knows that something about his life is changing for the better.

Successful completion of the GED allows the student to become eligible for one of the many training programs available including clerical and vocational. Job placement is the component of the program which puts all of the above educational efforts into practical use. Courses in job skills and resume writing prepare students for job interviews and the everyday "give and take" of the work world.

To meet student needs, the program provides transportation, child care, counseling services, and the general support necessary for adult students to succeed. Bus routes are developed and adjusted as new students are enrolled. Child care is provided both day and evening so adult students can rest assured that their children are not only properly cared for, but also receiving readiness training for

school. Students can go to staff members with problems and find a willing ear and/or a referral for more specific services.

Agencies in the community look to Lawrence Adult Center and capitalize on its flexibility and service to clients when they call upon Lawrence to tailor-make programs to meet client needs. The Department of Public Aid contracted with Lawrence to develop a WIN demo program using computers to assess student needs and provide job skills to clients. It is anticipated that substantial savings may be realized as a result of clients being removed from public assistance as they complete this program.

In working with adult learners, flexibility and service have to be the keys to successful programming.

Hattiesburg Education Literacy Project, Inc. (HELP) Hattiesburg, Mississippi

Hattiesburg Education Literacy Project, Inc., a tax-exempt, non-profit corporation, was founded through an initial $75,000 grant from the Gannett Foundation in February, 1985, to provide innovative adult education techniques to the employers of illiterate and undereducated people in the Hattiesburg area.

HELP originated from an ascertainment study conducted by the *Hattiesburg American* in 1984. That survey led to the formulation of a list of the ten most serious problems faced by the community. Illiteracy was ranked fourth by the key community members. This survey, coupled with discouraging 1980 U.S. Census statistics, led to the writing of the first grant to fund HELP.

Mississippi addressed the need for educational improvements in a major way when its legislature overwhelmingly approved the sweeping Education Reform Act of 1982, a piece of legislation strongly supported by the Mississippi Economic Council. This council, comprised of business and civic leaders from throughout the State, concluded that there were plenty of willing and able bodies to support new industry, but that Mississippi could not offer industrial prospects a sufficiently educated work force. Statistics show that those who do not complete high school earn only two-thirds of the money that high school graduates do, and more than one-third of the mothers receiving money through Aid to Families with Dependent Children are illiterate.

The primary goal of HELP is to use non-traditional adult education methods and materials—microcomputers—to address the educational needs of illiterate or semi-literate adults who work full time in business or industrial settings in the Hattiesburg area. Use of modern technology provides for the students a strong attraction to the program, is a source of peer status, and gives instant feedback and reward for successful learning. Flexible times are arranged around work schedules of the participants who are given 1 to 2 hours per week of release time for class or extra clock-in time before or after a shift. An emphasis on employability skills demonstrates approval by the employer whose cooperation in such a program gives value to education.

Organizational and Project Staffing

HELP is guided by a Board of Directors comprised of the following community leaders:

- Dr. Aubrey Lucas, President of the University of Southern Mississippi;
- Dr. Ralph Noonkester, President of William Carey College;
- Duane K. McCallister, President and Publisher of the *Hattiesburg American*;
- Dr. Shirley Jones, Dean of the School of Social Work, University of Southern Mississippi;
- Judge Deborah Gambrell, Justice Court;
- Dr. W. Lee Pierce, Associate Professor of Adult Education, University of Southern Mississippi;
- Dr. Graham Hales, Chaplain of Forrest General Hospital;
- Rev. Joe W. Rigsby, Pastor of Pineview Presbyterian Church;
- Ms. Lila McLeod, former director of community relations for the city of Hattiesburg.

Judith D. Lipscomb, the Director of HELP, holds a master's degree in educational technology and is currently enrolled in the doctoral program of adult education at the University of Southern Mississippi. She has been a teacher of English and computer science as well as an educational consultant in the area of computer literacy for adults.

Lin Harper, Assistant Director, holds a master's in counseling psychology and is completing coursework for her doctorate in adult education. Previously, she worked for the Adult Education Microcomputer Software Clearinghouse and coauthored with W. Lee Pierce and Ron Blackwell a monograph entitled AN ADULT BASIC EDUCATOR'S DIRECTORY OF SOFTWARE FOR MICROCOMPUTERS. Mr. Blackwell serves as hardware/software specialist for HELP; he has a master's degree in English and has completed work towards a doctorate in adult education.

These talented individuals and a concerned community are making a difference in Mississippi.

Paterson Adult Learning Center Paterson, New Jersey

The Paterson Adult Learning Center (PALC) is located in the heart of downtown Paterson, New Jersey, formerly an active, cultural, industrial center—the principal American silk manufacturing city; and now a struggling but hopefully recovering inner-city.

The PALC has a spark and spirit that is unique. In a warm, accepting environment, adult learning is made easy. There is a caring and pride in the achievements of the adult learner—that element of acceptance and expectation that is rewarded. This ambitious and effective program is run by thoroughly dedicated men and women under the direction of the Center's coordinator, Ms. Irene Frankel.

The PALC began in 1974 as a result of a special Federal "right-to-read" grant. The Center's core funding has since come from the N.J. State Education Department, Division of Adult Education, and is also heavily funded by the Passaic County Private Industry Council. The PALC has also received other special grants, one dealing with urban youth dropouts. Classrooms for this project are located at the Center and the nearby Paterson Adult School.

The Center is capably staffed by professionals in adult education. Instruction is competency-based. A personalized program of study, based on individual learning styles, needs, goals, and time frames, is developed for each student. On admission, there is individual counseling which continues to be available as needed. There are close relationships with other community agencies and an excellent referral service. The program includes basic skills, GED test preparation, English as a second language, career exploration, employability skills, office and hospital skills training, and computer assisted instruction. The target age is 18 to 21, but all ages seem to be represented in the program.

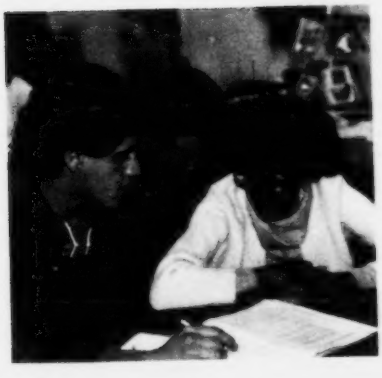
Recent additions to the program are two youth options: the Youth Corps and the Youth Connection. After evaluation, the Youth Corps young people have a half-day of education followed by a half-day of community service employment for the duration of the program. This provides a sense of accomplishment as well as work maturity skills. This is partially funded by the Department of Community Affairs in New Jersey. The Youth Connection involves career

counseling without the work experience tie-in, and is concerned with those already working but not at career jobs.

The PALC is a free, daytime program for adults 18 years and older. Approximately 1,000 adults are serviced every year, with about 300 enrolled at any given time. The PALC has helped over 900 students get their high school diplomas, and assisted over 2,000 foreign-born increase their English proficiency. The Center has placed more than 150 clients in jobs over a 4-year period through a career program, and prepared and placed over 125 graduates per year into various occupational skills training programs. In the past 5 years, 400 students were placed in jobs using their new skills through the office training program, while 300 were placed in health care jobs through the hospital skills training program.

The Commissioner of Education in New Jersey praised the Center for its exemplary partnership with the private sector, non-profit, Business Employment Foundation. The PALC has piloted the Professional Job Search Program in cooperation with the Business Employment Foundation for minority college graduates seeking private sector employment. In the spring of 1982, the PALC received an award by the Association for Adult Education of New Jersey as a "Model Urban Adult Learning Center."

The PALC is supervised by the Paterson Board of Education through James J. Comerford, the Director of Adult Education. The overall community support and pride in the Paterson Adult Learning Center merits attention. Something special is taking place, and the community recognizes it.



"Suitcase Computer Program" Adult Learning Center Newport, Vermont

In the beauty of northern Vermont among the majesty of its rich green mountains, hope is offered to the undereducated. The dedicated staff of the Adult Learning Center in Newport, directed by Eva Warner, strive to motivate all who come, from the mentally retarded to those who simply need a positive reaction. The teachers and tutors share a common goal of wanting to educate, and are gifted with patience, tolerance, and a sense of humor. Tutors must also love to drive, as their job takes them into the homes of certain clients who cannot come to the Center for various reasons.

In 1983, computer-assisted learning was introduced into the Center. This facet, along with a video library, has grown tremendously since inception. Portable Commodore 64 computers may be transported to students' homes, are attached to black and white or color television sets, and provide an opportunity for complete GED training. Funds for this project were collected locally from small businesses, churches, and private donations.

Often, the Commodore serves as a secondary, reinforcement learning tool. One tutor recalled a young woman who could not grasp punctuation until she started using a computer; now she loves punctuation. This kind of program is part of the American dream of education for all. Where else can a high school dropout learn one-on-one, at no cost, from a tutor who brings a computer with him into the student's kitchen?

Truly, the staff of the Adult Learning Center in Newport, Vermont, have all one needs—a degree in caring.

"Illiteracy In America" (A Report By The National Advisory Council on Adult Education)

The Council completed a 2-year study on "Illiteracy in America" which will be released late in 1986. The following are excerpts from the executive summary of that report.

The report is about the prevention of adult illiteracy. It discusses the reasons why estimates of the number of illiterates vary so much, and reveals why it is so difficult to substantiate any of the estimates.

Who are the adult illiterates? They are high school dropouts and high school graduates, immigrants and illegal aliens. The report focuses on those who have come through our public education system. Since schools are the entity charged with transmitting literacy, they offer the best hope of remedy.

American public education today is viewed, in this report, from the perspective that shaped it: yesterday's educational theories and philosophies. Such an approach, together with a discussion of the effects of social change, shows the forces that have influenced our educational system, and thereby explains why current problems exist and why there are barriers to the solutions of these problems. What were these forces? The increased acceptance of progressive educational philosophy by unionized educators resulted in substantial changes in curriculum and resistance to accountability for student achievement. The unprecedented intrusion of the courts and the Federal Government into local schools resulted in a loss of local control. The concurrent social upheaval resulted in a loss of adult authority. All converged to disrupt the traditional educational checks and balances and changed our educational system. While recognizing that many things influence the level of literacy attained by our citizens, this report concludes that educators themselves are largely responsible for many of the problems. Finally, the report offers recommendations for improving achievement and reducing illiteracy, and gives the reasons for these recommendations.

The scope of this report is broader than that of most of the other recently published ones because a more thorough explanation is needed of how our educational system functions. Only then can we understand why many of the reforms that are currently being called for are indeed necessary, but will also be difficult to achieve.

The introductory statements to the report explain that the National Advisory Council on Adult Education decided to compile this information for several reasons. The Council was unable to determine the extent of adult illiteracy in this country and, therefore, could not determine how many people were not being served by the present system. There simply were insufficient data on which to base considered recommendations to the President and to Congress. Further, there seemed to be no plans to gather the necessary data. At the same time, there was intensified public clamor about literacy problems and Council members were constantly admonished to recommend increased funding to remediate adult illiterates.

Members were also told that the number of illiterates was growing. Consequently, the Council began to question why taxpayers should fund the expansion of a system to accommodate an increasing number of adult illiterates when these same taxpayers were already supporting free public compulsory education. Moreover, on visitations to adult education centers, members encountered students who were obviously capable of learning, but who had been passed through the system without becoming literate. In addition, our members learned that approximately one million young Americans drop out of school annually—obviously potential candidates for an already overcrowded and apparently under-funded system of adult education. Becoming increasingly concerned with prevention, as well as remediation of adult illiteracy, the Council appointed a committee to prepare a report that would:

- determine the reasons for the widely varying estimates of illiteracy in America,
- identify the reasons why the agency charged with transmitting literacy, the public school system, has not accomplished this task to the satisfaction of many citizens, and

- recommend improvements, especially for the educational system, to reduce and ultimately eradicate—to the extent possible—illiteracy.

While the committee's work was underway, other reports were being published. After reviewing these reports, committee members felt increasingly justified and reinforced in their decision to question the *status quo*. At the same time, they were concerned that the Council's work might be redundant, and that the public might have become satiated with recommendations for reform. Neither fear seems to be realized, and while obviously some topics in the Council's study are covered in other documents, this report contributes to the current reform movement in that it:

- puts the recent achievement decline into historic perspective,
- discusses the *causes* of educational problems as well as the barriers to their solutions,
- takes a broad approach, treating some facets of the educational system not discussed in other reports; e.g., the role of school boards,
- considers all levels of education,
- gives explanations for its recommendations, and
- focuses on adult illiteracy as a consequence of a failure of our educational system and suggests that the kinds and extent of illiteracy be clarified in order to effect solutions.

Recommendations of the National Advisory Council on Adult Education

The recommendations that follow are based on extensive research, discussion, and analysis undertaken by the Council:

1. The Secretary of Education take steps to improve the evaluation of literacy programs. The Council feels that in order to achieve maximum benefit from the expenditures for these programs, the Administration needs to determine what types of programs and methods of instruction are most effective. This information should be widely disseminated and States should be encouraged, in their plans and activities, to promote these programs and methods.

2. The Department of Education, in concert with the Council, establish procedures for strengthening relationships with other Federal agencies that provide funding for adult education programs for the purpose of making the most effective use of scarce Federal dollars available for these programs.

The Council's forthcoming report, "Illiteracy in America: Extent, Causes and Suggested Solutions," considered the problem of illiteracy in its broadest context. The following recommendations are extracted from that report.

3. A presidential task force be created to
   a. study the expenditure of Federal education funds and school tax dollars for the purpose of determining why many consider educational funding insufficient even though funding has increased while student enrollment has declined,

b. identify those areas of education that are underfunded and overfunded,
c. make recommendations with regard to appropriate redistribution of education funds, and
d. determine what savings, if any, can be realized.

4. The President or the Congress appoint a national task force to determine
   a. how reading is taught,
   b. how reading ***should be*** taught,
   c. how reading teachers are trained, and
   d. what steps to be taken to bring about reading reform.

Appendices A and B

Appendix A. The Adult Education Act

SHORT TITLE

Sec. 301. This title may be cited as the "Adult Education Act".[1]

STATEMENT OF PURPOSE

Sec. 302. It is the purpose of this title to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will—

(1) enable all adults to acquire basic literacy skills necessary to function in society,

(2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and

(3) make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens.

DEFINITIONS

Sec. 303. As used in this title—

(a) The term "adult" means an individual who has attained 16 years of age or who is beyond the age of compulsory school attendance under State law, except that for the purpose of section 305(a), the term "adult" means an individual 16 years of age or older.

(b) The term "adult education" means instruction or services below the college level for adults who do not have—

(1) the basic skills to enable them to function effectively in society; or

(2) a certificate of graduation from a school providing secondary education (and who have not achieved an equivalent level of education).

(c) The term "adult basic education" means adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become

[1] This is a compilation of the Adult Education Act, Public Law 91-230, and all of its amendments through October 19, 1984.

dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

(d) The term "Secretary" means the Secretary of Education.

(e) The term "Community school program" is a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community.

(f) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.

(g) The term "State" includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

(h) The term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or if there is a separate State agency or officer primarily responsible for supervision of adult education in public schools, then such agency or officer may be designated for the purpose of this title by the Governor or by State law. If no agency or officer qualifies under the preceding sentence, such term shall mean

an appropriate agency or officer designated for the purposes of this title by the Governor.

(i) The term "academic education" means the theoretical, the liberal, the speculative, and classical subject matter found to compose the curriculum of the public secondary school.

(j) The term "institution of higher education" means any such institution as defined by section 481 of the Higher Education Act of 1965.

STATE GRANTS

Sec. 304. (a)(1) The Secretary is authorized to make grants to States, which have State plans approved by him under section 306 for the purposes of this section, to pay the Federal share of the cost of (A) the establishment or expansion of adult basic education programs to be carried out by local educational agencies and by public or private agencies, organizations, and institutions and (B) the establishment or expansion of adult education programs to be carried out by local educational agencies and by public or private agencies, organizations, and institutions. Grants provided under this section to States to carry out the programs described in the preceding sentence may be carried out by public or private agencies, organizations, and institutions only if the applicable local educational agency has been consulted with and has had an opportunity to comment on the application of such agency, organization, or institution. The State educational agency shall not approve any application unless assured that such consultation has taken place. Such application shall contain a description of the cooperative arrangements that have been made to deliver services to adult students.

(2) Grants provided under this section may not be used to carry out programs by a for-profit agency, organization, or institution unless such agency, organization, or institution (A) can make a significant contribution to attaining the objectives of this Act, and (B) can provide substantially equivalent education at a lesser cost or can provide services and equipment not available in public institutions. Whenever the establishment or expansion of programs is carried out by a for-profit agency, organization, or institution, the State educational agency or eligible applicant shall enter into a contract with

such agency, organization, or institution, for the establishment or expansion of such programs.

(b) Not more than 20 per centum of the funds granted to any State under subsection (a) for any fiscal year shall be used for the education of institutionalized individuals.

STATE ALLOTMENTS

Sec. 305. (a) Subject to the last sentence of this subsection, from the sums available for purposes of section 304(a) for the fiscal year ending June 30, 1972, and for any succeeding fiscal year, the Secretary shall allot (1) $100,000 each to Guam, American Samoa, the Trust Territory of the Pacific Islands, the Northern Mariana Islands, and the Virgin Islands according to their respective needs for assistance under such section, and (2) $250,000 to each State. From the remainder of such sums he shall allot to each State an amount which bears the same ratio to such remainder as the number of adults who do not have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools in such State bears to the number of such adults in all States. No State shall be allotted in any fiscal year beginning after September 30, 1984, an amount less than that State received for fiscal year 1984.

(b) The portion of any State's allotment under subsection (a) for a fiscal year which the Secretary determines will not be required, for the period such allotment is available, for carrying out the State plan approved under this title shall be available for reallotment from time to time, on such dates during such period as the Secretary shall fix, to other States in proportion to the original allotments to such States under subsection (a) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum which the Secretary estimates such State needs and will be able to use for such period for carrying out its State plan approved under this title, and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts are not so reduced. Any amount reallotted to a State under this

subsection during a year shall be deemed part of its allotment under subsection (a) for such year.

STATE PLANS

Sec. 306. (a) A State shall be eligible to receive its allotment under section 305 if—

(1) it has on file with the Secretary a general State application under section 435 of the General Education Provisions Act, and

(2) it has submitted to the Secretary at such times (not more frequently than one every three years), and in such detail, as the Secretary shall prescribe a State plan meeting the requirements of subsection (b).

(b) A State plan under this title shall—

(1) set forth a program for the use of funds provided under this title to carry out the purposes stated in section 302 with respect to all segments of the adult population in the State, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults;

(2) provide for the administration of the program by the State educational agency;

(3) describe the procedures the State will use to ensure that in carrying out such program there will be adequate consultation, cooperation, and coordination among the State educational agency, State manpower service councils, State occupational information systems, and other agencies, organizations, and institutions in the State which operate employment and training programs or other educational or training programs for adults; and for coordination of programs carried on under this title with other programs, including reading improvement programs, designed to provide reading instruction for adults carried on by State and local agencies;

(4) identify (A) the needs of the population of the State for services authorized under this title, (B) the other resources in the State available to meet those needs, and (C) the goals the State will seek to achieve in meeting those needs over the period covered by the plan;

(5) provide that such agency will make available not to exceed 20 per centum of the State's allotment for programs of equivalency for a certificate of graduation from a secondary school;

(6) provide such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid the State under this title (including such funds paid by the State to local educational agencies and public or private nonprofit agencies, organizations, and institutions);

(7) describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school systems, such as business, labor unions, libraries, institutions of higher education, public health authorities, antipoverty programs, and community organizations;

(8) describe the means by which representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, State and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults, and other entities in the State concerned with adult education have been involved in the development of the plan and will continue to be involved in carrying out the plan, especially with regard to the expansion of the delivery of adult education services through those agencies, institutions, and organizations;

(9) describe the efforts to be undertaken by the State to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs;

(10) provide that special emphasis be given to adult basic education programs except where such needs are shown to have been met in the State;

(11) provide that special assistance be given to the needs of persons with limited English proficiency (as defined in section 703(a) of title VII of

the Elementary and Secondary Education Act of 1965) by providing a bilingual adult education program of instruction in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under title VII and bilingual vocational education programs under the Vocational Education Act of 1963.

(12) demonstrate that the special educational needs of adult immigrants in the State have been examined, and provide for the implementation of adult education and adult basic education programs for immigrants to meet existing needs;

(13) set forth the criteria by which the State will evaluate the quality of proposals from local agencies, organizations, and institutions;

(14) provide such information about the State's adult education students, programs, expenditures, and goals as the Secretary may require, together with information with respect to the age, sex, and race of students in the programs assisted under this Act and whether the students complete such programs; and

(15) provide such further assurances and information as the Secretary may require.

(c) The Secretary shall not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State educational agency reasonable notice and opportunity for a hearing.

PAYMENTS

Sec. 307. (a) The Federal share of expenditures to carry out a State plan shall be paid from a State's allotment available for grants to that State. The Federal share shall be 90 per centum of the cost of carrying out the State's programs, except that with respect to Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands, the Federal share shall be 100 per centum.

(b)(1) No payment shall be made to any State from its allotment for any fiscal year unless the Secretary finds that the fiscal effort per student or the amount available for expenditure by such State for adult education from non-Federal sources for the preceding fiscal year was not less than such fiscal effort per student or such amount available for expenditure for such purposes from such sources during the second preceding fiscal year, but no State shall be required to use its funds to supplant any portion of the Federal share.

(2) The Secretary may waive, for one fiscal year only, the requirements of paragraph (1) of this subsection, if the Secretary determines that such a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State educational agency.

ADMINISTRATION OF STATE PLANS

Sec. 308. Whenever the Secretary has reason to believe that, in administering its State plan, a State has failed to comply substantially with any provision of that State plan, the Secretary may take appropriate action under sections 453 and 454 of the General Education Provisions Act.

RESEARCH, DEVELOPMENT, DEMONSTRATION, DISSEMINATION, AND EVALUATION

Sec. 309. (a)(1) The Secretary shall, with funds set aside under section 314(b), support applied research, development, demonstration, dissemination, evaluation, and related activities which will contribute to the improvement and expansion of adult education in the United States. The activities required by this subsection may include—

(A) improving adult education opportunities for elderly individuals and adult immigrants,

(B) evaluating educational technology and computer software suitable for providing instruction to adults, and

(C) supporting exemplary cooperative adult education programs which combine the resources of businesses, schools and community organizations.

(2)(A) The Secretary may support such activities directly, or through grants to, or contracts or cooperative agreements with, public or private institutions, agencies, or organizations, or individuals, including business concerns.

(B) Whenever the Secretary makes a grant or enters into a contract or cooperative agreement with any private for-profit institution, agency, organization, individual, or business concern, the Secretary shall assure that participants in the program under this subsection are not charged for their participation.

(b) In addition to the responsibilities of the Director under section 405 of the General Education Provisions Act, the Director of the National Institute of Education may, with funds available under that section or with funds set aside under section 314(b) of this Act, support research on the special needs of individuals requiring adult education. The Director may support such research directly, or through grants to, or contracts or cooperative agreements with, public or private institutions, agencies, or organizations, or individuals.

USE OF FUNDS FOR SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS AND TEACHER TRAINING

Sec. 310. Of the funds allotted to a State under section 305 for a fiscal year, not less than 10 per centum shall be used for—

(1) special projects which will be carried out in furtherance of the purposes of this title, and which—

(A) involve the use of innovative methods, including methods for educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, or

(B) involve programs of adult education, including education for persons of limited English-speaking ability, which are part of community school programs, carried out in cooperation with other Federal, federally assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies; and

(2) training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this title.

STATE ADVISORY COUNCILS

Sec. 311. Any State may use funds granted under section 304 to support a State advisory council which assists the State educational agency to plan, implement, or evaluate programs or activities assisted under this Act.

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Sec. 312. (a) The President shall appoint a National Advisory Council on Adult Education (hereinafter in this section referred to as the ''Council'').

(b) The Council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of adult education, State and local public school officials, and other persons having special knowledge and experience, or qualifications with respect to adult education, including education for persons of limited English speaking ability in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, and persons representative of the general public. The Council shall meet initially at the call of the Secretary and elect from its number a chairman. The Council will thereafter meet at the call of the chairman, but not less often than twice a year. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until October 1, 1988.

(c) The Council shall advise the Secretary in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

(d) The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Education shall coordinate the work of the Council with that of other related advisory councils.

LIMITATION

Sec. 313. No grant may be made under this title for any educational program, activity, or service related to sectarian instruction or religious worship, or provided by a school or department of divinity. For purposes of this section, the term "school or department or divinity" means an institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects.

APPROPRIATIONS AUTHORIZED

Sec. 314. (a) For the purposes of carrying out this title there are authorized to be appropriated $140,000,000 for fiscal year 1985 and such sums as may be necessary for each of the three succeeding fiscal years.

(b)(1) From the amount appropriated pursuant to subsection (a) for any fiscal year the Secretary may set aside not to exceed 5 per centum of that amount for programs under section 309. The remainder of the amount appropriated in each fiscal year shall be available for grants made under section 304.

(2) No set aside may be made pursuant to paragraph (1) of this subsection in any fiscal year in which the amount appropriated pursuant to subsection (a) of this section is less than $112,000,000.

IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR ADULT INDIANS

Sec. 315. (a) The Secretary shall carry out a program of making grants to State and local educational agencies, and to Indian tribes, institutions, and organizations, to support planning, pilot, and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs for providing adult education for Indians—

(1) to support planning, pilot, and demonstration projects which are designed to test and demonstrate the effectiveness of programs for improving employment and educational opportunities for adult Indians;

(2) to assist in the establishment and operation of programs which are designed to stimulate (A) the provision of basic literacy opportunities to all nonliterate Indian adults, and (B) the provision of opportunities to all Indian adults to qualify for a high school equivalency certificate in the shortest period of time feasible;

(3) to support a major research and development program to develop more innovative and effective techniques for achieving the literacy and high school equivalency goals;

(4) to provide for basic surveys and evaluations thereof to define accurately the extent of the problems of illiteracy and lack of high school completion among Indians;

(5) to encourage the dissemination of information and materials relating to, and the evaluation of the effectiveness of, education programs which may offer educational opportunities to Indian adults.

(b) The Secretary is also authorized to make grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults.

(c) The Secretary is also authorized to make grants to, and contracts with, public agencies, and institutions, and Indian tribes, institutions, and organizations for—

(1) the dissemination of information concerning educational programs, services, and resources available to Indian adults, including evaluations thereof; and

(2) the evaluation of the effectiveness of federally assisted programs in which Indian adults may participate in achieving the purposes of such programs with respect to such adults.

(d) Applications for a grant under this section shall be submitted at such time, in such manner, and contain such information, and shall be consistent with such criteria, as may be established as requirements in regulations promulgated by the Secretary. Such applications shall—

(1) set forth a statement describing the activities for which assistance is sought;

(2) provide for an evaluation of the effectiveness of the project in achieving its purposes and those of this section.

The Secretary shall not approve an application for a grant under subsection (a) unless he is satisfied that such application, and any documents submitted with respect thereto, indicate that there has been adequate participation by the individuals to be served and tribal communities in the planning and development of the project, and that there will be such a participation in the operation and evaluation of the project. In approving applications under subsection (a), the Secretary shall give priority to applications from Indian educational agencies, organizations, and institutions.

(e) For the purpose of making grants under this section there are hereby authorized to be appropriated $5,000,000 for the fiscal year ending June 30, 1973, and $8,000,000 for each of the succeeding fiscal years ending prior to October 1, 1986. There is also authorized to be appropriated for such purpose for each of the fiscal years 1987, 1988, and 1989, an amount not to exceed the amount appropriated for such purpose for fiscal year 1986.

LEGISLATIVE HISTORY

P.L. 89–750, Nov. 3, 1966, Title III, 80 Stat. 1191;
P.L. 90–247, Jan. 2, 1968, Title V, 81 Stat. 815;
P.L. 90–576, Oct. 16, 1968, 81 Stat. 1095;
P.L. 91–230, April 13, 1970, Title III, 84 Stat. 159;
P.L. 91–600, Dec. 30, 1970, 84 Stat. 1669;
P.L. 92–318, June 23, 1972, 86 Stat. 342;
P.L. 93–29, May 3, 1973, 87 Stat. 59;
P.L. 93–380, Aug. 21, 1974, Title VI, Part A, 88 Stat. 576;
P.L. 94–405, Sept. 10, 1976, Title III;
P.L. 94–482, Oct. 12, 1976, Title III;
P.L. 95–112, Sept. 24, 1977, 91 Stat. 911;
P.L. 95–561, Nov. 1, 1978;
P.L. 97–35, Aug. 13, 1981;
P.L. 98–511, Oct. 19, 1984

Appendix B.—State Adult Education Statistics

TABLE 1.
FY 1965-1987 State Allotments, Adult Basic Education

State or Territory	FY 1965	FY 1966[1]	FY 1967	FY 1968	FY 1969	FY 1970[2]	FY 1971[3]
TOTALS	$18,612,000	$19,579,063	$26,280,000	$30,590,000	$36,000,000	$40,000,000	$44,875,000
Alabama	579,267	300,584	825,067	901,330	1,072,101	1,199,378	1,353,404
Alaska	20,000	25,000	50,000	126,288	131,891	136,550	141,671
Arizona	174,081	268,797	208,952	302,940	346,188	379,898	419,113
Arkansas	316,910	76,039	451,385	538,398	631,826	701,583	785,866
California	1,862,617	1,038,044	1,534,703	1,590,550	1,908,201	2,137,448	2,422,898
Colorado	92,896	90,656	132,314	228,507	255,893	275,835	300,470
Connecticut	213,231	269,003	303,712	394,974	457,836	503,143	559,625
Delaware	50,000	50,000	50,000	146,034	155,845	162,892	171,704
District of Columbia	69,535	104,879	99,040	196,191	216,690	231,310	249,708
Florida	560,165	843,284	797,859	874,905	1,040,045	1,159,832	1,308,317
Georgia	746,268	617,604	1,062,932	1,132,351	1,352,356	1,515,610	1,713,940
Hawaii	84,613	137,967	114,819	211,515	235,281	251,540	272,771
Idaho	25,000	0	50,000	138,479	146,680	153,041	160,473
Illinois	982,007	616,615	1,154,714	1,221,492	1,460,494	1,633,780	1,848,867
Indiana	509,674	0	397,849	486,403	568,749	630,936	705,322
Iowa	109,844	142,546	156,454	251,953	284,335	309,838	339,237
Kansas	95,711	43,424	136,324	232,402	260,619	282,224	307,754
Kentucky	601,447	1,202,880	687,872	768,082	910,457	1,019,888	1,148,538
Louisiana	824,745	1,078,634	989,954	1,081,473	1,266,373	1,414,980	1,599,212
Maine	54,880	55,000	78,167	175,918	192,097	204,502	219,144
Maryland	307,287	89,179	437,678	525,086	615,676	682,321	763,906
Massachusetts	427,390	294,645	551,771	635,897	750,102	835,242	938,251
Michigan	630,619	1,536,299	756,943	835,165	991,837	1,106,931	1,248,005
Minnesota	155,112	2,976	220,930	314,574	360,302	393,947	435,130
Mississippi	0	331,525	620,835	702,974	831,474	936,895	1,054,146
Missouri	382,898	144,939	545,372	629,682	742,562	824,641	926,165
Montana	11,629	0	50,000	146,759	156,723	164,109	173,091
Nebraska	64,304	68,003	91,590	188,955	207,912	221,891	238,968
Nevada	50,000	45,500	50,000	117,374	121,076	123,829	127,168
New Hampshire	50,000	30,000	50,000	143,716	153,033	160,283	168,729
New Jersey	570,290	653,756	812,280	888,911	1,057,036	1,177,851	1,328,860
New Mexico	111,400	0	160,565	255,945	289,178	314,106	344,103
New York	1,765,279	2,760,782	2,415,744	2,446,242	2,946,251	3,299,893	3,748,204
North Carolina	831,799	1,383,963	1,184,757	1,250,671	1,495,891	1,677,851	1,898,912
North Dakota	0	62,269	58,354	156,675	168,753	177,469	188,322
Ohio	660,369	42,270	940,582	1,013,522	1,208,203	1,351,381	1,526,703
Oklahoma	228,156	251,042	324,969	415,620	482,882	531,447	591,894
Oregon	74,867	24,527	106,636	203,568	225,839	241,935	261,821
Pennsylvania	988,206	371,810	1,407,531	1,467,036	1,758,365	1,967,553	2,229,201
Rhode Island	76,382	58,095	108,793	205,863	228,181	244,389	264,619
South Carolina	499,369	844,957	711,268	790,803	938,021	1,056,859	1,190,918
South Dakota	12,700	0	50,000	147,591	157,733	165,279	174,424
Tennessee	602,910	571,087	858,743	934,037	1,111,779	1,243,389	1,403,582
Texas	1,433,423	2,480,313	2,041,867	2,082,928	2,505,509	2,823,537	3,205,110
Utah	50,000	70,000	50,000	138,059	146,169	152,742	160,132
Vermont	50,000	79,364	50,000	125,774	131,267	135,709	140,712
Virginia	132,847	0	876,732	951,508	1,132,973	1,272,206	1,436,435
Washington	122,745	116,267	174,829	269,799	305,985	331,131	365,793
West Virginia	237,019	180,274	337,593	427,880	497,755	550,582	613,710
Wisconsin	25,869	0[3]	376,123	485,302	543,151	600,765	670,924
Wyoming	50,000	20,000	50,000	120,299	124,625	127,831	131,740
American Samoa	0	0	22,600	6,118	7,200	8,000	35,900
Guam	16,000	12,480	22,600	36,708	43,200	48,000	62,825
No. Mariana Is	0	0	0	0	0	0	0
Puerto Rico	324,240	155,505	435,200	495,558	583,200	648,000	691,075
Trust Territory	0	0	22,600	48,944	57,600	64,000	71,800
Virgin Islands	16,000	16,480	22,600	24,472	28,800	32,000	35,900

Footnotes at end of table.

TABLE 1.—Continued
FY 1965-1987 State Allotments, Adult Basic Education

State or Territory	FY 1972 [5]	FY 1973 [6]	FY 1974 [7]	FY 1975 [8]	FY 1976 [9]	FY 1977 [10]	FY 1978 [11]
TOTALS	$51,134,000	$74,834,000	$53,286,000	$67,500,000	$67,500,000	$71,500,000	$80,500,000
Alabama	1,353,404	1,493,366	1,353,404	1,344,029	1,344,029	1,392,796	1,586,261
Alaska	166,536	211,717	177,747	190,545	190,545	209,868	220,998
Arizona	419,113	576,382	449,546	518,744	518,744	618,909	693,089
Arkansas	785,866	919,569	785,866	827,612	827,612	869,018	981,748
California	2,894,965	5,019,367	3,415,416	4,517,430	4,517,430	5,082,373	5,844,545
Colorado	425,700	668,379	479,804	601,541	601,541	664,447	745,845
Connecticut	646,371	1,057,214	704,766	951,493	951,493	1,003,002	1,136,384
Delaware	219,465	304,981	239,449	274,483	274,483	302,725	328,167
District of Columbia	282,806	416,591	285,764	374,932	374,932	374,932	408,613
Florida	1,308,317	1,984,486	1,561,101	1,786,037	1,786,037	2,291,735	2,623,761
Georgia	1,713,940	1,744,879	1,713,940	1,570,391	1,570,391	1,791,143	2,047,162
Hawaii	272,771	347,386	272,771	312,647	312,647	327,651	356,936
Idaho	248,223	355,656	260,259	320,090	320,090	334,045	364,314
Illinois	2,271,706	3,921,152	2,342,597	3,529,037	3,529,037	3,529,037	3,981,153
Indiana	1,071,829	1,806,896	1,154,189	1,626,206	1,626,206	1,679,358	1,916,993
Iowa	646,525	1,057,485	646,525	951,736	951,736	951,736	1,006,595
Kansas	528,113	848,836	528,113	763,952	763,952	763,952	822,389
Kentucky	1,148,538	1,472,691	1,148,536	1,325,422	1,325,422	1,361,119	1,549,701
Louisiana	1,599,212	1,599,212	1,599,212	1,439,291	1,439,291	1,439,291	1,585,529
Maine	328,342	496,828	328,729	447,145	447,145	447,145	483,240
Maryland	777,671	1,288,571	908,974	1,159,714	1,159,714	1,310,323	1,491,074
Massachusetts	1,122,487	1,896,158	1,146,761	1,706,542	1,706,542	1,706,542	1,904,090
Michigan	1,702,104	2,917,476	1,849,306	2,625,728	2,625,728	2,725,471	3,124,352
Minnesota	774,061	1,282,212	793,887	1,153,991	1,153,991	1,153,991	1,291,179
Mississippi	1,054,146	1,054,146	1,054,146	948,731	948,731	948,731	1,055,134
Missouri	1,102,416	1,860,791	1,139,299	1,674,712	1,674,712	1,674,712	1,891,128
Montana	251,812	361,979	257,088	325,781	325,781	329,272	358,807
Nebraska	388,687	603,160	392,945	542,844	542,844	542,844	594,779
Nevada	180,362	236,078	211,517	212,470	212,470	260,892	279,655
New Hampshire	254,488	366,694	268,997	330,025	330,025	347,194	379,491
New Jersey	1,439,458	2,454,680	1,568,290	2,209,212	2,209,212	2,332,653	2,670,986
New Mexico	344,103	446,957	344,103	402,261	402,261	423,201	467,213
New York	3,783,043	6,584,212	3,851,674	5,925,791	5,925,791	5,925,791	6,602,287
North Carolina	1,898,912	1,978,878	1,898,912	1,780,990	1,780,990	2,053,630	2,348,955
North Dakota	257,625	372,221	257,945	334,999	334,999	334,999	380,295
Ohio	2,094,595	3,609,067	2,216,061	3,248,160	3,248,160	3,277,411	3,761,368
Oklahoma	820,400	1,011,451	665,854	910,306	910,306	944,441	1,068,797
Oregon	456,536	722,713	502,645	650,442	650,442	698,820	785,316
Pennsylvania	2,634,898	4,561,114	2,634,898	4,105,003	4,105,003	4,105,003	4,462,841
Rhode Island	331,396	502,211	348,369	451,990	451,990	466,646	517,354
South Carolina	1,190,918	1,190,918	1,190,918	1,071,826	1,071,826	1,109,330	1,259,102
South Dakota	263,481	382,541	264,061	344,287	344,287	344,287	370,952
Tennessee	1,403,582	1,857,286	1,403,582	1,491,557	1,491,557	1,573,687	1,795,034
Texas	3,205,110	3,646,041	3,205,110	3,281,437	3,281,437	3,803,208	4,368,210
Utah	259,611	375,722	282,545	338,150	338,150	367,583	403,023
Vermont	206,696	286,010	215,763	257,409	257,409	267,080	287,029
Virginia	1,436,435	1,855,312	1,436,435	1,489,781	1,489,781	1,867,312	1,903,090
Washington	624,613	1,018,876	684,134	916,988	916,988	971,951	1,100,547
West Virginia	613,710	928,533	613,710	835,680	835,680	835,680	890,978
Wisconsin	917,375	1,534,739	954,079	1,381,265	1,381,265	1,381,265	1,569,419
Wyoming	186,843	247,500	190,514	222,750	222,750	229,083	243,174
American Samoa	40,907	59,867	42,629	79,863	79,863	1,123,695	139,265
Guam	71,588	104,775	74,601	139,762	139,762	217,360	244,720
No. Mariana Is	0	0	0	0	0	0	0
Puerto Rico	767,464	1,152,437	820,604	1,037,200	1,037,200	1,236,885	1,406,318
Trust Territory	81,814	119,734	85,257	159,727	159,727	250,250	281,750
Virgin Islands	40,907	50,867	42,629	79,863	79,863	123,695	139,265

Footnotes at end of table.

TABLE 1.—Continued
FY 1965-1987 State Allotments, Adult Basic Education

State or Territory	FY 1979 [12]	FY 1980, FY 1981 & 1982	FY 1983	FY 1984 [13]	FY 1985 [14]	FY 1986 [15]	FY 1987
TOTALS	$90,712,000	$99,926,828	$86,400,000	$95,000,000	$101,963,000	$97,579,000	$102,000,000
Alabama	1,788,980	1,971,921	1,702,948	1,925,286	2,028,614	1,941,392	2,030,770
Alaska	231,019	240,062	226,766	240,095	335,822	321,383	336,094
Arizona	769,742	838,917	737,211	1,018,958	1,118,198	1,070,120	1,119,340
Arkansas	1,099,144	1,205,087	1,049,323	1,266,460	1,326,636	1,269,596	1,328,010
California	6,648,292	7,373,824	6,307,189	7,701,939	8,135,355	7,785,567	8,135,356
Colorado	829,716	905,585	794,037	918,090	1,016,875	973,153	1,017,905
Connecticut	1,276,808	1,401,245	1,216,522	1,219,745	1,319,890	1,263,140	1,321,258
Delaware	353,315	376,008	342,642	358,911	455,175	435,604	455,579
District of Columbia	445,114	478,054	429,623	399,238	495,683	474,371	496,132
Florida	2,972,916	3,268,007	2,824,738	3,930,125	4,147,071	3,968,764	4,147,071
Georgia	2,314,934	2,556,582	2,201,294	2,639,472	2,782,346	2,662,716	2,782,346
Hawaii	386,144	412,502	373,748	430,891	527,479	504,800	527,964
Idaho	394,563	421,861	381,726	429,758	526,351	503,720	526,834
Illinois	4,521,894	5,009,881	4,292,409	4,393,598	4,837,144	4,437,765	4,837,144
Indiana	2,168,392	2,391,460	2,060,550	2,176,349	2,292,644	2,194,070	2,292,644
Iowa	1,127,497	1,236,604	1,076,186	1,090,449	1,190,011	1,138,845	1,191,233
Kansas	917,292	1,002,937	877,016	879,866	978,479	936,408	979,486
Kentucky	1,747,260	1,925,544	1,663,418	1,932,301	2,035,659	1,948,134	2,037,823
Louisiana	1,788,144	1,970,992	1,701,156	1,968,393	2,072,753	1,983,633	2,074,118
Maine	530,275	572,721	510,314	546,564	643,673	615,998	644,287
Maryland	1,680,358	1,851,175	1,600,028	1,701,877	1,803,995	1,726,430	1,805,901
Massachusetts	2,151,668	2,375,093	2,046,599	1,995,679	2,101,805	2,011,244	2,101,805
Michigan	3,544,162	3,923,015	3,365,999	3,424,486	3,612,414	3,457,095	3,612,414
Minnesota	1,452,249	1,597,605	1,383,893	1,397,549	1,498,496	1,434,067	1,500,062
Mississippi	1,182,887	1,298,177	1,128,670	1,310,780	1,411,336	1,350,654	1,412,804
Missouri	2,136,877	2,358,650	2,032,584	2,121,229	2,234,360	2,138,291	2,234,360
Montana	388,278	414,875	375,771	384,760	481,140	460,453	481,573
Nebraska	657,556	714,209	630,914	623,518	720,974	689,975	721,674
Nevada	297,955	314,489	290,188	390,132	486,536	465,617	486,975
New Hampshire	411,882	441,113	398,135	442,721	539,362	516,172	539,960
New Jersey	3,026,806	3,347,912	2,875,800	2,867,685	3,023,657	2,893,652	3,023,657
New Mexico	511,985	552,390	492,985	597,121	694,458	664,599	695,129
New York	7,512,984	8,334,833	7,126,494	6,802,303	7,184,087	6,875,200	7,184,087
North Carolina	2,859,323	2,939,411	2,527,806	2,936,791	3,098,843	2,965,605	3,098,843
North Dakota	369,977	416,763	377,380	377,990	474,340	453,945	474,785
Ohio	4,271,086	4,731,080	4,054,768	4,097,674	4,324,236	4,138,311	4,324,236
Oklahoma	1,198,479	1,315,509	1,143,443	1,289,704	1,390,165	1,330,393	1,391,610
Oregon	874,967	955,909	836,931	925,619	1,024,438	980,391	1,025,476
Pennsylvania	5,071,342	5,620,657	4,813,015	4,740,345	5,003,792	4,788,649	5,003,792
Rhode Island	569,204	615,995	547,199	551,451	648,582	620,696	649,202
South Carolina	1,415,845	1,556,915	1,349,210	1,626,090	1,728,067	1,653,787	1,729,889
South Dakota	402,138	430,281	388,903	388,982	485,381	464,512	485,819
Tennessee	2,027,219	2,236,752	1,928,662	2,287,251	2,409,911	2,306,294	2,409,911
Texas	4,963,583	5,500,870	4,710,912	5,901,267	6,231,341	5,963,418	6,231,341
Utah	438,736	470,964	423,580	482,222	579,041	554,145	579,583
Vermont	306,369	323,823	298,181	314,497	410,560	392,908	410,914
Virginia	2,150,527	2,373,823	2,045,517	2,358,691	2,485,451	2,378,587	2,485,451
Washington	1,234,711	1,355,785	1,177,773	1,295,356	1,395,842	1,335,826	1,397,294
West Virginia	955,562	1,069,943	951,177	1,050,749	1,150,132	1,100,681	1,151,310
Wisconsin	1,769,760	1,950,556	1,684,737	1,740,179	1,842,671	1,763,444	1,844,620
Wyoming	256,325	268,193	250,744	273,236	369,113	353,243	369,421
American Samoa	156,998	139,265	133,359	139,265	139,265	133,277	139,265
Guam	275,880	244,720	231,837	244,720	244,720	234,198	244,720
No. Mariana Is	0	0	69,760	72,375	105,924	101,370	106,001
Puerto Rico	1,583,639	1,743,661	1,508,366	1,923,766	2,027,085	1,939,928	2,029,240
Trust Territory	317,624	313,451	248,030	283,804	313,453	299,976 [16]	313,453 [16, 17]
Virgin Islands	156,998	229,392	184,014	209,836	222,369	212,808	222,369

Footnotes at end of table.

Source: Department of Education.

Footnotes to State Allotments Table

[1] Revised distributions after February and June 1966 reallotments.

[2] Plus $200,849 (FY 1966 allotment released in error and reinstated on a pay-only basis).

[3] Distribution of $40,000,000 with 2%($800,000) reserved for the outlying areas, and the balance distributed with a basic amount of $100,000 to each State and D.C. and the remainder distributed on the basis of the population aged 16 and over with less than 6 grades of school completed.

[4] Distribution of $44,875,000 with 2 percent reserved for outlying areas, and the balance distributed to the 50 States and D.C. with a basic amount of $100,000 and the remainder distributed on the basis of the population aged 16 and over with less than 6 grades of school completed. (1960 Census) Allotment formula contained in P.L. 89-750 as amended.

[5] Distribution of $51,134,000 with 2 percent reserved for outlying areas, and the balance distributed with a basic amount of $150,000 to each State and D.C. and the remainder distributed on the basis of those 16 and over who do not have a certificate of graduation from high school (or its equivalent) and who are not currently required to be enrolled in school. (1960 Census) Allotment formula contained in P.L. 91-230 with a provision in the Appropriation Act that no State shall receive less than its FY 1971 grant amount.

[6] Distribution of $74,834,000 on the same basis as [5] above.

[7] Distribution of $53,286,000 on the same basis as [5] above except a change over to the 1970 Census data and a provision in the Appropriation Act that no State shall receive less than its FY 1972 grant amount.

[8] Distribution of $67,500,000 to each State, D.C., and Puerto Rico at 90% of the 1973 grant amount. The distribution to the other four outlying areas was prorated up from 90% of the 1973 grant amount. The Allotment formula contained in Section 305(a) of P.L. 91-230 as amended by P.L. 93-380 was not used because the appropriation amount was inadequate to make such a distribution and also comply with the provision in Section 313(a) of the Act that grants to each State shall not be less than 90% of the grants made to such State in FY 1973.

[9] Distribution of $67,500,000 on the same basis as [8] above.

[10] Estimated distribution of $71,500,000 with 1% ($715,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C. and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma, (1970 Census), with no State receiving less than 90% of its FY 1973 amount. The distribution to the areas was based on FY 1974 distribution of funds to those areas.

[11] Estimated distribution of $80,500,000 with 1% ($805,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C., and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma (1970 Census), with no State receiving less than 90% of its FY 1973 amount.

[12] Estimated distribution of $90,750,000 with 1% ($907,500) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C., and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma (1970 Census).

[13] FY 1984 maximum allowable for State administration on a nationwide basis - $4,523,609 (5 of 105 parts x $95,000,000). State computations for FY 1984 based on $50,000 minimum for States and $35,000 for insular Areas, or 4.0118% of FY 1984 allotment, whichever is greater.

[14] Under the Adult Education Act, distribution is based on initial allocation of $250,000 to each State and $100,000 to each Outlying Area, with the remainder distributed on the basis of population age 16 and over with less than a high school diploma. No State may receive less than its allocation for fiscal year 1984. The 1986 appropriation language overrides the statutory formula by requiring that no State receive less than it did in 1985. Since there are insufficient funds to meet this requirement, each State's 1986 allocation is proportionately reduced from its 1985 allocation. The fiscal year 1987 funds are allocated according to the formula in the authorizing statute.

[15] Reflects a reduction of $4,384,000 pursuant to the Balanced Budget and Emergency Deficit Control Act of 1985, P.L. 99-177.

[16] At the time these estimates were prepared, reductions for the Federated States of Micronesia and the Marshall Islands that are required by Public Laws 99-178 and 99-239 had not been determined. These funds will lapse in 1986; in 1987, funds will be reallocated among other recipients.

[17] Upon enactment of the Compact of Free Association for Palau, amounts appropriated for assistance to Palau shall not be available.

TABLE 2.
State/Local Matching Funds [1]
State-Administered Adult Education Program

State or Territory	1980	1981	1982	1983	1984 [2]
TOTALS	$74,288,475	$104,212,822	$128,654,773	$172,691,213	$196,691,149
Alabama	432,000	432,500	433,000	434,000	435,000
Alaska [3]	155,006	155,006	155,006	155,006	155,006
Arizona	155,622	159,578	150,798	160,354	164,800
Arkansas	166,998	169,067	846,809	878,014	1,050,175
California [3]	26,534,006	53,184,989	64,832,612	103,145,353	116,746,663
Colorado	208,650	221,594	221,868	223,500	224,000
Connecticut	867,852	911,877	1,158,437	2,737,344	3,519,350
Delaware [3]	70,000	67,400	73,800	77,500	77,500
District of Columbia [3]	53,117	53,117	4,451,754	4,451,754	4,200,000
Florida	1,486,317	2,249,291	2,989,745	4,592,022	5,113,333
Georgia [3]	360,000	360,000	360,000	360,000	1,127,822
Hawaii [3]	572,764	614,859	697,972	704,511	734,455
Idaho	68,000	45,000	93,596	105,463	109,773
Illinois	600,000	600,000	700,000	700,000	700,000
Indiana	5,187,743	6,343,558	5,473,133	8,913,558	8,144,299
Iowa	1,961,476	2,000,936	2,001,036	2,001,086	2,001,500
Kansas	167,487	167,500	167,992	167,992	168,110
Kentucky	213,949	213,949	213,949	213,949	214,700
Louisiana [3]	750,000	780,503	804,222	828,400	842,038
Maine [3]	210,135	215,573	221,784	231,920	233,920
Maryland	819,549	826,205	1,012,396	999,527	1,380,749
Massachusetts [3]	1,875,844	2,061,603	7,528,255	7,992,456	8,615,029
Michigan	3,091,393	4,725,615	4,907,563	4,907,563	4,907,563
Minnesota [3]	198,556	198,900	200,000	205,000	205,000
Mississippi	147,835	155,460	155,500	155,500	155,500
Missouri	810,178	810,178	809,999	810,178	810,178
Montana	204,108	208,206	234,352	263,926	298,068
Nebraska	139,378	139,379	139,380	139,849	140,468
Nevada	52,000	53,000	56,000	58,000	131,247
New Hampshire	48,642	48,918	48,987	48,028	58,675
New Jersey	400,000	400,000	400,000	400,000	400,000
New Mexico	308,913	434,100	513,500	586,979	620,000
New York	2,338,494	2,361,879	2,481,148	2,385,497	2,409,352
North Carolina	326,601	326,601	326,601	332,427	3,603,680
North Dakota	57,257	56,841	56,066	48,694	79,624
Ohio [3]	1,819,700	1,877,454	1,880,123	1,880,123	1,376,937
Oklahoma	134,183	148,564	151,450	166,033	167,125
Oregon	3,999,619	4,039,615	4,119,600	4,193,800	4,295,000
Pennsylvania	712,414	657,521	644,550	779,445	680,567
Rhode Island	92,598	96,198	164,099	183,202	330,710
South Carolina	542,870	542,870	542,870	542,870	2,879,803
South Dakota	47,818	47,802	47,809	50,565	48,046
Tennessee [3]	291,686	368,124	401,080	370,061	415,435
Texas	7,009,120	7,190,890	7,405,748	7,297,584	7,376,814
Utah	2,924,962	3,330,866	3,335,000	3,335,000	3,340,000
Vermont [3]	35,980	35,980	46,272	49,818	49,818
Virginia	485,935	496,237	570,799	634,380	713,332
Washington	378,122	382,450	382,450	382,450	3,824,450
West Virginia [3]	710,260	688,854	756,298	759,963	915,106
Wisconsin [3]	1,756,894	2,249,093	2,951,257	3,328,829	3,597,855
Wyoming	61,316	61,822	78,000	78,250	79,250
American Samoa	0	0	0	0	0
Guam [3]	51,770	51,770	51,770	51,770	51,770
No. Mariana Is [3]	0	0	0	0	0
Puerto Rico	193,740	193,740	193,740	193,740	213,752
Trust Territory	0	0	0	0	0
Virgin Islands	0	0	0	0	0

Source: Dept. of Education.

[1] Reported by individual States on Financial Status Reports.

[2] Expenditures reported by State educational agencies on financial status reports for fiscal year 1984.

[3] Estimated or taken from preliminary reports; amounts are subject to change.

TABLE 3.
Participants in State-Administered Adult Education Program (Period: July 1, 1984 to June 30, 1985)

State or Territory	ABE Level I	ASE Level II	Total
Alabama*	35,354	2,258	37,612
Alaska	6,313	1,730	8,043
Arizona	13,731	4,963	18,694
Arkansas	10,210	2,642	12,852
California*	851,516	183,084	1,034,600
Colorado*	2,579	6,041	8,620
Connecticut*	23,484	19,959	43,383
Delaware	1,249	591	1,840
District of Columbia	9,703	6,766	16,469
Florida*	335,244	205,347	540,591
Georgia	24,796	11,312	36,108
Hawaii*	22,594	0	22,594
Idaho	7,749	2,872	10,621
Illinois*	30,531	6,204	36,735
Indiana	22,485	2,816	25,301
Iowa	19,092	5,548	24,640
Kansas	8,339	1,970	10,309
Kentucky	18,250	5,795	24,045
Louisiana*	18,867	4,133	23,000
Maine	3,480	1,747	5,227
Maryland*	25,619	5,318	30,937
Massachusetts	23,772	8,806	32,578
Michigan	55,337	NA	55,337
Minnesota*	14,706	11,100	25,806
Mississippi	9,086	5,087	14,173
Missouri*	21,220	4,657	25,877
Montana	3,122	2,179	5,301
Nebraska	7,654	1,042	8,696
Nevada	2,746	0	2,746
New Hampshire*	1,948	2,376	4,324
New Jersey	30,395	6,063	36,458
New Mexico	8,497	9,745	18,242
New York	82,908	20,727	103,635
North Carolina	49,920	0	49,920
North Dakota	1,526	869	2,395
Ohio	42,432	9,316	51,748
Oklahoma	12,909	3,836	16,745
Oregon	13,172	8,462	21,634
Pennsylvania	17,421	5,933	23,354
Rhode Island	5,272	2,055	7,327
South Carolina	31,901	37,785	69,686
South Dakota	4,042	1,148	5,188
Tennessee	23,045	2,063	25,108
Texas	98,557	71,321	169,878
Utah*	4,707	14,444	19,151
Vermont*	4,448	724	5,172
Virginia	16,262	584	16,846
Washington	16,860	3,484	20,344
West Virginia	10,284	7,511	17,795
Wisconsin	14,396	2,775	17,171
Wyoming	1,661	1,685	3,346
Puerto Rico	24,616	6,307	30,923
American Samoa	NA	NA	–
Guam	NA	NA	–
No. Mariana Is.	NA	NA	–
Trust Territory	NA	NA	–
Virgin Islands	NA	NA	–
United States	2,145,947	733,178	2,879,125

*Estimated.
NA—Not Available.
Source: Department of Education.

Fiscal Year 1985

Rick Ventura
Executive Director
(Past)

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